



## Sir Alexander Fleming Pupil Premium Strategy 2021-2022

At Sir Alexander Fleming Primary School and Nursery, we instil in all our children that anything is possible if they work hard and have a positive attitude. As leaders and teachers, it is within our remit to look after our disadvantaged children and treat them like VIPs in their school environment; our aspirations for them are as equally high as non-disadvantaged.

We ensure that no child falls through the net and we take a great deal of care to ensure they are socially and emotionally taken care of. We believe in high quality pastoral care and our team treat all children like their own. We create a sense of belonging and a connection to Sir Alexander Fleming and this is the best measure of success.

School Context						
Total number of pupils eligible for pupil premium funding	Number of eligible girls	Number of eligible boys	Number of pupils eligible for free school meals in the last six years (ever 6 FSM)	Number of looked after children (LAC)	Number of post LAC	Number of service children
231 / 402	110	121	208	3	3	4
231 X £1,345 £310,695				3 x £2,345 £7,035	3 x £2,345 £7,035	4 x £310 £1,240

1. Current Attainment for Disadvantaged Children							
Internal data from July 2021							
	Reception 27 chn	Year 1 35 chn	Year 2 31 chn	Year 3 38 chn	Year 4 36 chn	Year 5 35 chn	Year 6 25 chn
% achieving ARE or above in maths	63%	54%	55%	63%	64%	59%	72%
% achieving ARE or above in reading	59%	57%	54%	63%	61%	57%	76%
% achieving ARE or above in writing	56%	46%	39%	52%	53%	57%	76%
% achieving GD in maths	15%	5%	3%	13%	11%	3%	16%
% achieving GD in reading	7%	6%	6%	13%	14%	11%	28%
% achieving GD in writing	4%	0%	13%	5%	3%	3%	20%

## 2. Barriers to future attainment for PPG pupils

2. Barriers to future attainment for PPG pupils	
a) In-school barriers (issues to be addressed within school)	b) External barriers (issues which require out of school assistance)
<ul style="list-style-type: none"> <li>• Coupled vulnerability with SEND, behaviour and mental health is an issue for our PP eligible pupils.</li> <li>• Mobility in from other settings – pupils who are PP eligible join us often lower than the expectations of their peers.</li> <li>• Impact of COVID-19 and non-school attendance – lack of home learning / stimulation at home / impact of Adverse Childhood Experiences (mental health, drug misuse, lack of money, hunger, domestic violence)</li> <li>• Over reliance on adult support within the classrooms and learning activities.</li> </ul>	<ul style="list-style-type: none"> <li>• Disadvantaged pupils are less likely to participate in school visits/ residential / sporting activity, without significant support from school staff.</li> <li>• Disadvantaged pupils are less likely to have the appropriate equipment for school (uniform, shoes, PE Kit, Forest School kit, coats)</li> <li>• Home learning environments, such as parental engagement and home support may have a detrimental effect on PP pupils.</li> <li>• Impact of COVID-19 and non-school attendance – lack of home learning / stimulation at home / impact of Adverse Childhood Experiences (mental health, drug misuse, lack of money, hunger, domestic violence)</li> </ul>
c) Desired outcomes	Success Criteria
All Pupils in receipt of PPG receive good to outstanding quality first teaching, pitched accurately with appropriate challenge so that pupils are working at and above national expectations.	A higher number of disadvantaged eligible pupils will achieve Age Related Expectations / Greater Depth Standard in individual subjects and as a combined measure. Quality of all teaching to be good / outstanding.
More disadvantaged pupils achieve age related expectations at the end of KS1 and KS2 in Reading, Writing and Maths	A higher number of disadvantaged eligible pupils will achieve Age Related Expectations / Greater Depth Standard in individual subjects and as a combined measure. Internal data / teacher assessment termly End of Key Stage judgements and Statutory assessments will be used to make the judgements, supported by in school moderation and testing (if happening)
PP SEND pupils (KS2 & KS1) will make progress in line with the APDR objectives Activities have developed using the feedback from OTs. Improve identification, progress and attainment for pupils with a Specific learning need.	A greater percentage of pupils with SEND and prior lower attainment making good or better progress achieving ARE to diminish the difference in outcomes compared to the national other, by the end of KS2. All PP SEND pupils to meet or make progress towards meeting their APDR objectives
Disadvantaged pupils are not disadvantaged by low attendance	Gap diminishing and disadvantaged children maintain attendance of at least 97%. Gap between disadvantaged and non-disadvantaged peers to narrow. This will be inline with national levels of attendance. Monitored by Attendance Support and HT
Provide early intervention mental health support for children	Pupils to be able to access their learning as independently as possible and support them in reaching their potential, through both practical and emotional support.
Ensuring that our disadvantaged children are secure in their social and emotional fundamental skills	Disadvantaged eligible pupils will have received all the social and emotional support that they need to break down the barriers present to learning KS1 and KS2 children targeted for Nurture provision Children are resilient and show a positive attitude to learning
Improve oral language and vocabulary for Pupils eligible for PP	Early Years access NELI Improved Reading and Writing results for end of KS1 and KS2, and smaller gaps for PPG children in standardised tests.

<p>To support pupils and families from when they enter Nursery through to Y6. To improve the completion of tasks at home. Support for families in difficulties through additional provision for the Before School Club and after club. Pupils have the appropriate equipment/uniform for school</p>	<p>All pupils are having the same offer available without the concern over money Continue to ensure there are regular planned opportunities for parents to be involved in and share in children's learning, planned programmes across school to communicate expectations that lead to engagement with parents and pupils especially at KS2. Continue to increase in the number of parents who hear their children read regularly and progress can be seen in the quality of comments recorded in children's reading diaries by parents and carers, especially those hard to reach parents of KS2.</p>
<p>To ensure equal access for all pupils in offering experiences to enhance the broad curriculum Support gifted and talented pupils in music.</p>	<p>Curriculum maps and progression grids show the curriculum offer clearly for all year groups. Those gifted and talented in music to be encourage to play a musical instrument</p>

## Pupil Premium Objectives 2021-2022

Pupil Premium Objectives for 2021-2022 academic year	Total Pupil Premium Allocation for 2020/2021 academic year: <b>£326,005</b>
<ol style="list-style-type: none"><li>1. All Pupils in receipt of PPG receive good to outstanding quality first teaching, pitched accurately with a mastery curriculum with appropriate challenge so that pupils are working at and above national expectations.</li><li>2. Increase the % of Disadvantaged pupils attaining at Age Related expectations in Key Stage 1 and 2 in Reading, Writing and Maths</li><li>3. A higher % of Disadvantaged children achieving Greater Depth in Reading, Writing and Maths therefore receiving more challenge within the classroom</li><li>4. PPG pupils are not disadvantaged by low attendance.</li><li>5. Ensure all disadvantaged pupils are provided with excellent pastoral care and provided with fair access to the wider curriculum</li><li>6. Ensure all disadvantaged pupils have the appropriate equipment for school (uniform, shoes, PE Kit, Forest School kit)</li><li>7. Ensure all children and families are supported with mental health.</li></ol>	
Total Pupil Premium Projected Spend for 2021/2022 academic year: <b>£337,680 overspend of £11,675</b>	

**Objective 1:** All Pupils in receipt of PPG receive good to outstanding quality first teaching, pitched accurately with a mastery curriculum with appropriate challenge so that pupils are working at and above national expectations.

<b>Actions</b>	<b>Monitoring</b>	<b>Key Questions</b>	<b>Impact</b>
<p>Regular in house and external CPD for all staff to ensure that they keep abreast of changes to the curriculum and expectations, so that the needs of all pupils can be met.</p> <p>Feedback from monitoring and appraisal discussions identify the training on a termly basis. (Collaboration - Average impact +5 months <i>EEF</i>)</p> <p>Peer tutoring This includes a range of approaches in which learners work in pairs or small groups to provide each other with explicit teaching support (Peer tutoring action impact +8 months <i>EEF</i>)</p> <p>Training needs to be provided on the different types of investigations to develop pupils' problem solving and reasoning skills. (Mastery Learning action impact - +5 months <i>EEF</i>)</p> <p>Improving feedback for reading across the school. Accurate verbal and written feedback.</p>	<p>HT/ DH and SENDCo collate impact from training through regular learning walks</p> <p>Lesson observation, learning walks and book scrutiny – HT, DH, SENDCo</p> <p>Senior leaders to track the impact of the training and any follow up actions to ensure that it has improved the quality of teaching and learning.</p> <p>Link governor to attend School Priority action plan review meetings on a termly basis</p> <p>Link Governor notes of visit are shared with the governor's curriculum committee</p>	<p>How do teachers plan for changes and assess whether the approach is successful within school?</p> <p>A high level of success should be required before pupils move on to new content – is this the case and are pupils able to communicate about their progress?</p> <p>Do pupils have the opportunities to take responsibility for helping each other with mastering content?</p> <p>How are topics and concepts appropriate for a mastery learning approach chosen?</p> <p>How do we provide additional support to pupils who take longer to reach the required level of knowledge for each unit?</p>	
<p><b>Projected Spend:</b> £5,000</p>			

**Objective 2:** Increase the % of Disadvantaged pupils attaining at Age Related expectations in all year groups Reading, Writing and Maths  
**Objective 3:** Increase the % of Disadvantaged pupils attaining Greater Depth in all year groups therefore receiving more challenge within the classroom

<b>Actions</b>	<b>Monitoring</b>	<b>Key Questions</b>	<b>Impact</b>
<p>To accelerate pupils' progress to close the gap in attainment compared to national expectations</p> <p>Targeted academic support through providing intervention strategies/extra support for pupils who are making slower progress or require supportive and individual learning and in narrowing the gap (small group tuition +4months EEF)</p> <p>Create a PPG Team within school to monitor the progress of all disadvantaged children each term. Use data analysis to identify children who require the additional support Use data to identify any pupils who may need an individual</p> <p>TA support within each class to lead interventions and support all learners.</p> <p>CPD throughout the year, led by a range of advisors and school staff to support interventions, quality of TAs</p> <p>Quality First Teaching of all year groups during planned lesson observations and unplanned learning walks</p> <p>SEND / PP children and observe teaching alongside subject leaders</p>	<p>Subject leaders track the impact of these different intervention groups.</p> <p>Curriculum leader to monitor the teaching of the intervention groups / 1:1 teaching</p> <p>PPG Team to analyse data</p> <p>Monitored by HT / SENDCo</p> <p>Led by HT / DH / SENDCo</p> <p>SLT/ TLRs to monitor</p>	<p>Are Senior leaders able to evaluate the impact of their actions through action plans and the tracking of the progress judgements?</p> <p>Can subject leaders share their analysis with the governors?</p> <p>Are Governors able to evaluate the impact through the SDP and data analysis?</p>	

**Projected Spend:**  
 Additional TAs assigned to every class (12) £144,000  
 1:1 support for SEND / Disadvantaged children (2) £24,000



**Objective 5:** Ensure all disadvantaged pupils are provided with excellent pastoral care and provided with fair access to the wider curriculum

<b>Actions</b>	<b>Monitoring</b>	<b>Key Questions</b>	<b>Impact</b>
<p>Ensure all curriculum and non-curriculum activities and visits are fully or part-funded so PP students are not disadvantaged</p> <ul style="list-style-type: none"> <li>• Students attend trips, visits and activities</li> <li>• Payment plans are setup with parents</li> <li>• Residential visits will be subsidised</li> </ul> <p>SLT mentoring of behaviour in year groups targeted at PP</p> <p>Nurture provision to address the social and emotional needs of the children in KS1 and KS2.</p> <p>Create Lunchtime Club in 'Open Learning Area' for children who are unable to positively access the playground</p> <p>Ensure all pastoral leads / KS Managers / teachers / TAs have a keen focus on the PP students within their year group.</p>	<p>Admin to show how much money has been spent on trips, visits, activities</p> <p>Reduced numbers of FTE, Report cards</p> <p>SDQs / Boxall profiles – SENDCo</p> <p>HT to monitor behaviour at lunchtime</p>	<p>Do parents evaluate the impact this support is having on their child?</p> <p>What are the targeted interventions for those diagnosed or at risk of emotional or behavioural disorders?</p> <p>What is the period of time for these interventions?</p> <p>What training and professional development is required for any programmes we plan to adopt?</p> <p>What is the link between the teaching of social and emotional skills with academic content?</p>	

**Projected Spend:**  
 Subsidising visits: £5,000  
 KS1 Nurture x 2: £30,000  
 Fully Qualified KS2 teacher in Nurture: £39,000  
 Inclusion Team: 55,000  
 Lunchtime Club: £ 4,680



<b>Objective 6: Disadvantaged pupils are less likely to have the appropriate equipment for school (uniform, shoes, PE Kit, Forest School kit)</b>			
<b>Actions</b>	<b>Monitoring</b>	<b>Key Questions</b>	<b>Impact</b>
<p>All children will have the appropriate equipment for school activities – PE kit, Forest School kit, shoes <i>Evidence indicates that providing school uniform does not improve learning but can successfully build a sense of belonging and a development of ethos</i> EEF foundation 2018</p> <p>School has a supply of PE kits purchased by FOS and children without kits have their own provided.</p> <p>School has a collection of school shoes to support families in need.</p> <p>Uniform can be purchased from the office and a payment plan can be provided (we do not supply free uniform to disadvantaged families)</p> <p>Non-branded uniforms are acceptable.</p>	<p>Learning Walks</p> <p>Meet and Greet sessions</p> <p>Communicating with class teachers</p>	<p>Do all PP children wear uniform?</p> <p>Does the school provide uniform for those who can not afford it?</p>	
<p><b>Projected Spend:</b> £4,000</p>			

<b>Objective 7: Ensure all children and families are supported with mental health.</b>			
<b>Actions</b>	<b>Monitoring</b>	<b>Key Questions</b>	<b>Impact</b>
<p>MHST to work across school to provide early intervention mental health support for children and young people in schools and colleges.</p> <p>The EMHP's will bridge the gap between CAMHS and schools and will offer low intensity evidence-based interventions for mild to moderate mental health difficulties in educational settings (e.g. anxiety, low mood, behavioural difficulties). This includes individual work with parents and/or children and young people, group interventions and psychoeducation workshops.</p>	<p>HT, SENDCo &amp; Wellbeing team to have discussions with the practitioner and clear action plans.</p> <p>Pupil Voice Discussions with parents</p>	<p>How is mental health support funded at school? What mental health professionals/interventions do we currently use?</p> <p>How is school assessed in relation to the mental health support we offer e.g. Ofsted or other frameworks? What are the referral mechanisms to mental health providers in Telford? What are the criteria/threshold for referral?</p>	

***Projected Spend:***

£3,000